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ABSTRACT

Illinois State University's McLean County Teacher Education Center has prepared a handbook for the cooperating teachers in its elementary student teaching program. This handbook serves as a guide for the cooperating teachers as they work with the teacher candidates throughout the semester. It can also serve as a model for the development of other cooperating teacher orientation programs. Each section provides material and information to be used by the cooperating teacher in developing a balanced student teaching experience. The first section defines the objectives, roles, and responsibilities within the program. Suggestions are given for preparing and establishing good relationships with teacher candidates. The communication section contains conferencing techniques, evaluation guidelines, and lesson critique forms. Another section contains the university and clinical requirements of teacher candidates during their student teaching. The final section describes formal evaluations used during the semester and tips for writing a letter of recommendation. (Author)

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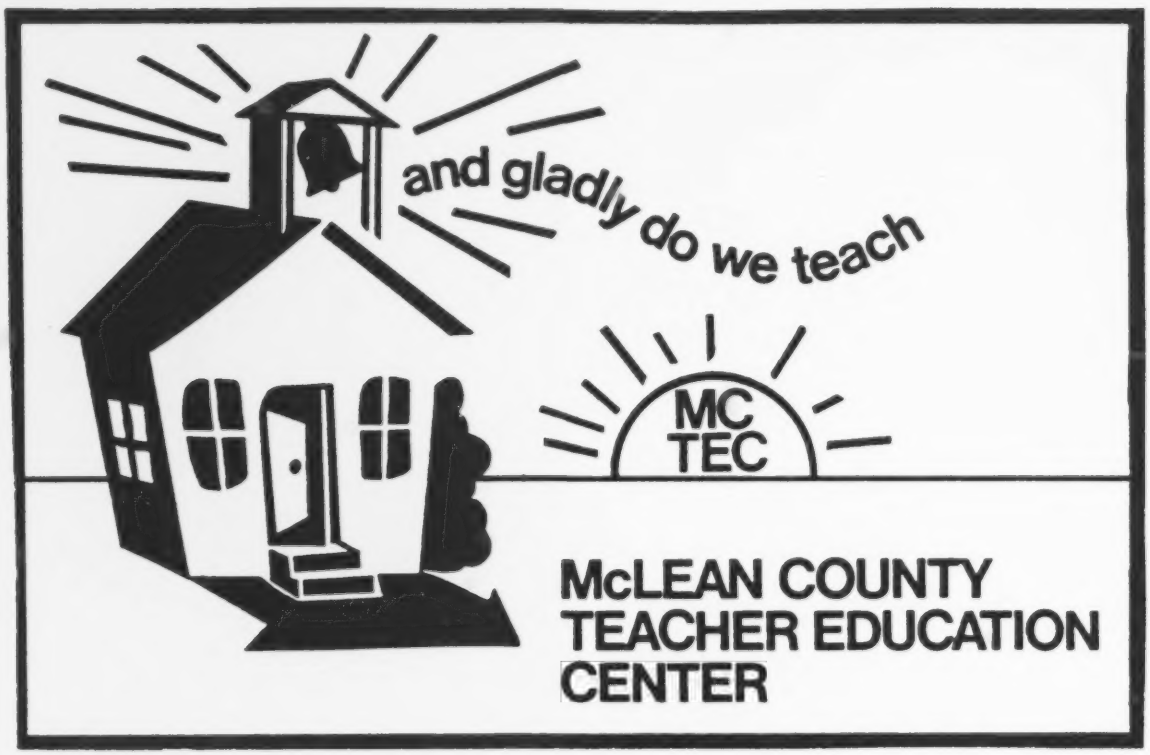
A HANDBOOK

FOR

COOPERATING TEACHERS



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MCLEAN COUNTY TEACHER EDUCATION CENTER

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A HANDBOOK FOR COOPERATING TEACHERS

McLean County Teacher Education Center

Illinois State University

Normal, Illinois 61761

Compiled by

Dr. Margaret Shaw-Baker, Director

Ann Weber, Consultant

Front cover submitted by Donna O'Kane, 1984 Teacher Candidate

THE OBJECTIVES OF STUDENT TEACHING

Student teaching is an opportunity for the college student to direct pupils' learning activities under the supervision and guidance of an experienced teacher. Students preparing for teaching have completed a sequence of courses and professional activities involving observation and working with children and are now ready for assuming actual responsibilities of the classroom teacher. In a sense, student teaching is the most advanced phase of the prospective teacher's preparation and provides the opportunity to put into action what has been learned about teaching.

The objectives of student teaching are to help the teacher candidate to:

1. Become acquainted with the role and operation of the public school.
2. Gain knowledge and understanding of the responsibilities of the teacher.
3. Assume, under supervision, the various responsibilities of the classroom teacher.
4. Develop further a philosophy of education.
5. Gain ability to apply appropriate methods and materials in teaching.
6. Increase understanding of human growth and development.
7. Develop skill in the effective use of principles of teaching and evaluation.
8. Develop an experimental and creative approach to teaching.
9. Extend and enrich knowledge of subject matter in areas to be taught.

PRE-CLINICAL EXPERIENCE (Phase 1)		STUDENT TEACHING PRACTICUM (Phase 2)
Level I	Level II	
Clinic Schools and 317,318 coursework		Clinic Schools and occasional campus seminars

INTRODUCTION

The teacher education center concept is based upon the belief that preparation of teachers for the public schools is a cooperative venture of the public schools and the teacher education institution.

The McLean County Teacher Education Center represents a partnership between Illinois State University, school districts within McLean County, members of the teaching profession, certain community organizations, and child-related agencies.

To effectively accomplish the goal of providing realistic educational and professional experiences for the prospective teacher, the McLean County Teacher Education Center (McTEC) relies heavily upon resources and instructors from Illinois State University, teaching personnel of the Bloomington-Normal and outlying schools of McLean County, and many child related agencies.

To implement the McLean County Teacher Education Center's Core IV program, the following persons have designated responsibilities:

CENTER DIRECTOR

Meets with public school personnel such as superintendents and principals to inform them of the center program and procedures.

Maintains communication between cooperating personnel, teacher candidates, and center personnel.

Develops needed courses, seminars, and in-service programs for teachers and teacher candidates.

Develops, plans, and implements a semester program for teacher candidates who are assigned to the McLean County Teacher Education Center.

Assigns teacher candidates to cooperating schools for pre-clinical experience and the student teaching practicum.

Makes arrangements for facilities and instructors for program course-work and seminars.

Assists with the supervision and evaluation of the teacher candidate's performance during each phase of the center program.

Arranges for needed seminars on a variety of helpful topics.

Utilizes the appropriate resources of the university to assist the teacher candidate who needs further professional attention.

CENTER ADVISOR

Supervises and assists teacher candidates in the pre-clinical and practicum phases of the center program.

Plans, develops, and conducts small group conferences with the teacher candidate and cooperating teacher and others on problems of immediate concern to them.

Works cooperatively with the building principals and assists them in meeting Core IV requirements.

Serves as a resource person to the cooperating teacher and the teacher candidates during the practicum.

Facilitates meaningful communication and good working relationships between the cooperating teachers and the teacher candidates.

Assists with the mid-term and the final evaluations of the teacher candidate's performance.

Notifies the center director if teacher candidate is unable to do required work or has a major health problem.

Collects and submits records and reports to the center director.

BUILDING PRINCIPAL

Provides orientation for teacher candidates regarding staff, curriculum, building, personnel, community, and policies of the school.

Assists teacher candidates in meeting certain requirements of the pre-clinical grade levels experience and the student teaching practicum.

Assists the center director in assigning teacher candidates to classrooms and in providing qualified teaching personnel for the levels assignments and the student teaching practicum.

Assumes supervisory responsibility when contact or cooperating teachers are out of the building.

CONTACT TEACHER

Works with the teacher candidate during the levels experience.

Provides opportunities for the teacher candidate to work in the classroom in a variety of ways including involvement in teaching.

Helps the teacher candidate to become aware of needs for improvement prior to entering the student teaching practicum.

COOPERATING TEACHER

The cooperating teacher possesses the potential for exercising much influence over those entering the teaching profession. For this reason he/she must be a true professional and an outstanding teacher.

The cooperating teacher:

Provides teacher candidates with a sincere sense of belonging by welcoming and accepting them as professional colleagues.

Familiarizes the teacher candidate with the total school environment as early and completely as possible.

Assists the teacher candidate in identifying his/her role and its limitations through a friendly, cooperative approach, thereby, laying the foundation for a good working relationship.

Guides the teacher candidate in the preparation of daily lesson plans and units of study.

Provides teacher candidate with daily constructive feedback regarding planning and performance.

Arranges for the teacher candidate to observe a variety of teaching situations after the early teaching experiences.

Encourages the teacher candidate to be creative in the classroom and to use methods with which he/she is comfortable and which complement his/her personality.

Assists the teacher candidate to recognize any personal mannerisms which might hinder his/her success as a teacher.

Frequently, discusses with the teacher candidate his/her progress or lack of it. Helps him/her to recognize strengths as well as weaknesses and suggests areas of improvement.

Provides opportunities for the teacher candidate to experience a variety of techniques for assessing pupil growth and learning.

Provides an opportunity for becoming acquainted with sociometric procedures which are sometimes used in the elementary classroom.

Notifies the center advisor if teacher candidate is unable to do required work. This should be done as early as possible, so deficiencies may be corrected in time to allow the teacher candidate to have as successful a student teaching experience as possible.

Notifies the center advisor immediately if teacher candidate has a major health problem.

GENERAL INFORMATION

ABSENCES

Whenever illness occurs, the teacher candidate has the responsibility of contacting the assigned school and the center advisor. Procedures for reporting absences should follow the policy of the assigned school.

If the teacher candidate is to be absent to attend any center-sponsored activity such as workshops or seminars, he/she should make arrangements with the cooperating teacher for the absence.

APPEARANCE

Appropriate dress and conduct is expected of all teacher candidates. As a rule, teacher candidates should be guided by the dress code of their assigned school.

ATTENDANCE

Regular attendance is expected of teacher candidates. Attendance is a factor that reflects the professionalism of the teacher candidate. Unauthorized or lengthy absences may require an extension of the student teaching experience.

The teacher candidate's work day is the same as that of the cooperating teacher. Candidates are expected to arrive early enough in the mornings to allow ample time for planning and organizing before classes begin. Likewise, they are expected to remain a short time after dismissal to allow time for planning and conferencing.

CALENDAR

During the levels experiences and the student teaching practicum, teacher candidates follow the calendar of the school district in which they teach rather than the university calendar.

CORPORAL PUNISHMENT

Teacher candidates are not permitted to administer corporal punishment.

CONFERENCES

Daily and weekly conferences are encouraged. The daily conference offers an opportunity to plan each day's work and to provide feedback following any teaching that may have been done during the day. The weekly conference might well be used to schedule future teaching or other advance assignments.

CONTRACTING

Upon completion of the levels experiences, teacher candidates indicate their choice of grade levels and instructors for the student teaching practicum assignment.

Contracting for the assignment is made on an individual basis. The aim is to match the cooperating teacher and the student teacher best suited for each other. Every effort is made to honor the teacher candidate's request. However, it sometimes becomes necessary to honor other than the first choice because of cooperating teacher availability.

EVALUATIONS

The teacher candidate's performance is evaluated on two occasions during the practicum — 1) at mid-term and 2) at the conclusion of the practicum. The mid-term evaluation is a formative evaluation and is completed jointly by the cooperating teacher and the teacher candidate. Its purpose is to help the teacher candidate to become aware of his/her progress or lack of it.

The final evaluation is summative in nature and serves to indicate the quality of the teacher candidates total student teaching performance. The final grade it bears represents the combined judgment of the cooperating teacher and the center advisor.

LESSON PLANNING

No teaching is to be done without lesson plans. Somewhat detailed plans are expected at the beginning of the student teaching assignment. As the work load increases and the teacher candidate becomes more familiar with lesson content, the format of the lesson plan should become simpler.

LEVELS ASSIGNMENT

As a part of the course School/Community Involvement 318, each teacher candidate is required to become involved in classroom activities on two different levels. Each level is of two weeks duration.

At the conclusion of the levels experiences, each teacher candidate indicates to the center advisor the grade level desired for the student teaching assignment.

OBSERVATION BY CENTER ADVISOR

Center advisors plan to make a minimum of six visits during the student teaching practicum to observe the teacher candidate's performance.

After each observation, teacher candidates should plan to spend some time in conference with the center advisor.

OBSERVATIONS BY TEACHER CANDIDATE

During the pre-clinical experiences and the practicum, teacher candidates have an opportunity to observe teachers in other classrooms or in special rooms. The arrangements are made by the contact teacher, the corresponding teacher, and the principal. The purpose for such an observation is to broaden the teacher candidate's perspective as to teaching styles, classroom environments, and methods of classroom management. It also acquaints the teacher with responsibilities of special teachers.

OUTSIDE ACTIVITIES

Attempts to work or to carry on responsibilities outside of student teaching are not encouraged by the center because such activities usually mean that the long hours of preparation demanded in student teaching cannot be met.

SEMINARS

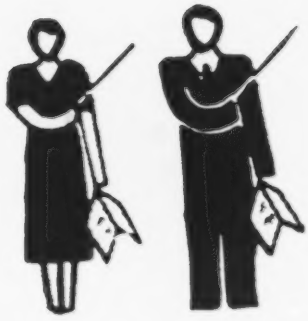
Seminars on a variety of topics to meet student teachers needs are an integral part of the Core IV program. These are scheduled throughout all three phases of the program.

The seminars are conducted by center personnel, ISU faculty members, public school personnel, and resource people outside the school and the university.

Teacher candidates are required to attend all seminars. Cooperating teachers and other supervisory personnel may attend any of the seminars they wish.

SUBSTITUTING

Teacher candidates should not fill the role of substitute teacher.



C O O P E R A T I N G T E A C H E R

MAJOR RESPONSIBILITIES OF THE COOPERATING TEACHER

* Preparing for Teacher Candidate
* Orientation of Teacher Candidate
* Guiding and Counseling the Teacher Candidate in the development of pride in the teaching profession
* Planning cooperatively with the Teacher Candidate for their semester's involvement in teaching and classroom duties
* Observing Teacher Candidate's performance and giving feedback
* Conferencing with Teacher Candidate and College Supervisor
* Completing a mid-term evaluation and discussing it thoroughly with the Teacher Candidate
* Completing a cooperative final evaluation of Teacher Candidate with the College Supervisor

EFFECTIVE COOPERATING TEACHER CHARACTERISTICS

The McLean County Teacher Education Center seeks those cooperating teachers who:

* welcome the teacher candidate as a team member
* are experienced and demonstrate competency in teaching
* have a background of educational training which contributes to the successful guidance of the teacher candidate
* exhibit effective classroom management and are able to plan experiences which permit maximum teacher candidate growth
* are consistent in providing the teacher candidate feedback as to areas of strength and those in need of improvement
* are able to find the necessary time to hold formal and informal conferences with the teacher candidate and clinical professor(s) for planning and evaluation purposes
* realize the importance of their role in guiding a novice, and are willing to attend the in-service sessions for assistance in making the experience one of maximum growth for the teacher candidate
* are willing to coordinate their work with the principal, teacher candidate, university supervisor, and others included in the program
* willingly relinquish "favorite" or "most important" subjects to the teacher candidate
* are secure and flexible enough to let the teacher candidate try techniques and methods different from their own
* are interested in the self-improvement that comes from the cooperating teacher - teacher candidate interaction during conferences, in-service sessions, course options, discussions, and evaluations

(From Supervising Student Teachers, the Professional Way
by M. Henry and W. Beasley)

Creating a Good Relationship with your Student Teacher:
(These following conditions should become a reality)

- The student teacher understands that he/she is not a robot copying the techniques of the supervising teacher and duplicating his/her every move.
- the student teacher works in an environment where he/she feels neither pushed or overprotected
- the student teacher is accepted as a professional equal
- the student teacher is included in more than the immediate classroom environment
- the student teacher's ideas are encouraged, accepted and implemented when possible
- the student teacher is treated as a person of authority in the presence of pupils
- the student teacher is encouraged to use his own ideas in teaching

Competencies for the Cooperating Teacher:

- accept a college student as a person and equal and a professional colleague
- accept and live comfortably with the usual mistakes of a beginner
- refrain from almost all prescriptive directions
- lead a relaxed, professional discussion on learning, teaching, and a wide variety of methodologies
- accept the student's evaluation, observation, and discussion of the teacher's own activities and effectiveness while teaching
- diagnose learner's interests, needs, and learning difficulties
- design individualized learning strategies and assist learners in adapting and learning them.

Teacher's Early Observations of the Student Teacher:

- create an open door policy in your classroom. Allow others to come in to get materials, observe or work; allow frequent visits by professional personnel.
- invite the student teacher to observe your work. Encourage him/her to make suggestions which might improve your teaching style.
- do something besides sit and look at the student teacher while in the room. Quietly move around the back, checking materials, setting up displays or checking references. Appear preoccupied by such activities as grading papers or leafing through some publication.
- Use discretion in writing. Make a practice of sharing written comments with the student teacher.
- Arrange to work with an individual or small group while the student teacher is teaching.
- Show reinforcement through smiles and other encouraging facial expressions.
- Observe frequently.
- Avoid interruptions in class.
- Make follow-up suggestions that emphasize the improvement of learning for the class instead of criticism of the student teacher's performance.

PREPARING FOR THE TEACHER CANDIDATE

Supervision of a Teacher Candidate demands a great deal of careful planning. Preplanning on the part of the Cooperating Teacher can create a good learning atmosphere and alleviate problems before they arise. The following checklist has been designed as a guide for the Cooperating Teacher when preparing for a Teacher Candidate.

I. Preparing Students

_____ I have discussed advantages of having two teachers with class.

_____ I have explained that another teacher will have the same authority as I.

II. Organization of Room

_____ I have provided the T.C. with a well-supplied desk or work area.

_____ I have provided storage space for coats and books.

_____ I have compiled a professional library within the classroom and/or showed where other materials are available within the building.

III. Materials

_____ I have provided the T.C. with a personal copy of all basic teacher's manuals when possible.

_____ I have explained Fire Drill and Emergency Procedures.

_____ I have provided a schedule of classes.

_____ I have provided the School Policy Book for inspection.

_____ I have provided a seating chart.

_____ I have explained room rules established with pupils.

_____ I have familiarized the T.C. with the location of supplies and materials within the room.

_____ I have made available and provided time for inspection of cumulative folders or alerted T.C. to pupils with special health problems.

IV. Familiarizing the T.C. with Service Facilities

_____ I have demonstrated use of copying machines.

_____ I have acquainted the T.C. with location and use of audio-visual materials.

_____ I have familiarized the T.C. with location of special rooms: lunchroom, office, speech, first aid, etc.

V. Preplanning for Teaching

_____ I have acquainted myself with ISU-McLean County Teacher Education Program.

_____ I know my expectations for the T.C.

_____ I have familiarized myself with the T.C.'s background.

_____ I have planned a tentative sequence of learning activities for the T.C.

_____ I have planned varied lessons for observation by the T.C.

_____ I know my long and short term goals for my class.

_____ I have closely examined my own teaching techniques and behaviors, and am ready to discuss them with my T.C.

VI. Cooperative Planning

_____ I have provided time to develop plans jointly.

_____ I have planned sufficient time for conferences.

_____ I am willing to share teaching experiences.

VII. Other things I need to do:

ITEMS TO CLARIFY WITH THE TEACHER CANDIDATE

Consider the key items that need to be discussed with the student teacher early in the experience. This enables you to communicate what your particular expectations for the student teacher will be. This contributes significantly to the development of an effective cooperating teacher-student teacher professional working team.

Check ( ) the items discussed and add additional items you feel of importance.

_____ Dress expectations

_____ Hours

_____ Fire Drill and Civil Defense Procedures

_____ Use of Office Equipment

_____ Children with special health problems

_____ Daily Schedules

_____ Playground Periods and Procedures (expectations of playground supervisor)

_____ Planning Book and School Expectations for planning

_____ Your styles of Planning and your expectations for planning you will hold for student teacher

_____ Use of Manuals

_____ Library Procedures

_____ Behavior Expectations - Management techniques that work and are being utilized by you - What room rules have been established.

_____ Handling of Milk Period and Taking Lunch Count

_____ Ordering Supplies

_____ Parent-Teacher Conferences

_____ Staff Meetings

_____ Special Teacher's Services being Utilized

_____ Special school/community events that student participation will be expected

_____ Staff Parking

_____ Additional Items that you wish to discuss with your student teacher

GUIDING THE TEACHER CANDIDATE

1. Help the Teacher Candidate to be viewed and respected by the pupils as a second teacher in the classroom rather than a student or helper.

2. Help the Teacher Candidate to identify his/her role and establish a good working relationship -- COMMUNICATE!

3. Aid the Teacher Candidate in quickly becoming familiar with the class curriculum, your immediate goals and long-range objectives at an orientation conference.

4. Demonstrate good teaching techniques and methods. Help students to know specifically what to observe and discuss the lesson with them.

5. Involve the Teacher Candidate in activities from the first day on. Start with duties such as collecting monies, attendance, hall supervision, etc., as well as working with individual pupils and small groups.

6. Consider a cooperative or team teaching approach, if you have an interest in trying such an organizational structure.

7. Responsibility for taking actual classes (spelling, physical education, art, etc.) may also be assigned the first week. This class is kept and additional ones added as the Teacher Candidate is judged capable of assuming additional responsibilities until she/he is carrying the full teaching load. This is a suggested time schedule only. It will vary depending upon the Teacher Candidate.

8. Work closely with your Teacher Candidate in planning for the initial lessons in each subject area. Require a detailed plan for each class assumed until the Teacher Candidate shows by his/her performance that it is possible to operate successfully with less written details. Please let the Teacher Candidate know your expectations for planning.

9. We suggest the following form for lesson plans:
   a. Statement of purpose (objectives, aims)
   b. Materials, equipment, etc.
   c. Procedures to be used (motivation, pacing, summary, etc.)
   d. Evaluation of pupil learning and teacher self-evaluation of lesson.

10. Discuss the lesson plan with the Teacher Candidate before the lesson is taught, and again after. In the beginning especially, observe the lesson and help the student teacher to evaluate it in terms of whether the objectives were met, and how it could be improved.

11. Allow the Teacher Candidate to try various teaching methods and techniques, even though you may choose not to use them yourself.

12. The Teacher Candidate should have full responsibility as teacher for a period of three weeks.

13. The Teacher Candidate will profit from both verbal and written feedback. The Teacher Candidate should be kept apprised of the basic strengths and areas of improvement needed at all times. Both informal and formal conferences will be needed.

SUGGESTED EXPERIENTIAL AREAS FOR
STUDENT TEACHING

1. Experiences in Learning About the Learner

Acquiring background information concerning the pupils in the class
Collecting and interpreting pupil data
Interpreting cumulative and health records
Learning of the test records
Observing the parent-teacher conferences

2. Experiences in the Routine Duties of the Teacher

Gathering data and making attendance reports
Planning opening activities
Taking lunch count, etc.
Attending study halls, etc.
Dealing with permit slips and excuses

3. Experiences in Classroom Management

Seating charts or other arrangements
Planning room procedures
Learning to use feedback for information, etc.
Organizing physical surroundings
Taking care of matters of discipline
Creating a learning atmosphere

4. Experiences With Varied Teaching Techniques

Lesson planning
Unit planning
Planning projects
Directing study
Planning group work
Providing for individual study

5. Experiences With Materials and Resources

Getting acquainted with:
- Sources of supply
- Requisitioning of supplies and materials
- Audio-visual equipment
- Visual aids
- Library procedures
- Community resources

6. Experiences Working With the Staff and the Administration

Conferences with resource personnel in art, music, and physical education
Working with non-professional personnel
Working with health nurse and other specialists
Participating in workshops and faculty meetings
Participating with study groups
Conferring with administrator and cooperating teacher
Conferring with college supervisor

7. Community Experiences

Attending PTA meetings
Attending parent meeting other than PTA
Participating in appropriate community activities
Participating in the civic and social life of the community in general

A GUIDE FOR BALANCING THE TEACHER CANDIDATE'S EXPERIENCES

As you and your student cooperatively plan the student teaching phase - aim for a wide range of well-balanced activities and experiences -- you may find this sheet useful for referral in planning the involvement so that key areas are not slighted, or for keeping a check on the student's accomplishments.

PLANNING

Daily ____
Weekly ____
Long Range ____
Unit ____

FIELD TRIPS

Pre-planning ____
Making the visit ____
Follow-up teaching ____

UNITS

Planned ____
Taught ____
Evaluated ____

AUDIO VISUAL

Used:
recorder ____
film strip ____
film projector ____
overhead ____

PARENT CONFERENCES

Prepared for ____
Observed ____
Active role ____
Telephone Conf. ____
Written Note
to Parent ____

SPECIAL TEACHERS

Awareness of Roles ____
Worked cooperatively
with some ____

PUPIL PROGRESS REPORTING

Evaluation Experiences:
daily assignments ____
teacher made tests ____
informal tests ____
standarized tests ____
end of book tests ____
Achievement tests ____
grade cards ____
Staffing ____

MATERIALS

Teacher-made
(dev. by stud. tchr.) ____
Used outside material ____
Used school material ____
Wise selection of
schoolrm. materials ____
Previewed materials
before using ____

RESOURCE PERSONNEL

Invited resource persons ____
Planned visit to use
resource persons ____

ROUTINE TASKS

Attendance ____
Lunch money ____
Room environment ____
Library or Bookmovile
visits ____

CURRICULUM AREAS

Reading ____
Math ____
Social Studies ____
Art ____
Music ____
Physical Ed. ____
Ind. Arts ____
Cooking/Sewing ____
Science ____
Health ____
Literature ____
Lang. Arts ____

SCHOOL CURRICULAR ACTIVITIES STUDENT ASSISTED WITH

PTA ____
Open House ____
Others:
Faculty Activities
Faculty or Staff Meeting ____
Faculty social function ____

Are there other categories you wish to add?

C O M M U N I C A T I O N

Student Teaching Evaluation Guideline
Lesson Plan
Lesson Critique Forms
Conferencing with Your Teacher Candidate
Conferencing with the Center Consultant

ISU CORE ELEMENTARY EDUCATION PROGRAM
STUDENT TEACHING EVALUATION GUIDELINES

PROFESSIONAL PERFORMANCE

PLANNING

Objectives

- selects objectives which correlate to district curricular outcomes
- states objectives in measurable form that clearly indicates learning and behavior expected

Individual Needs

- makes provision for individual needs, varying abilities and learning styles
- plans for individual, small and whole group instructions where appropriate
- plans for remedial and enrichment activities

Daily Lessons

- considers possibility of adjusting plans in response to students needs
- includes appropriate lesson format (set induction, pacing, instructional input, modeling, guided practice, closure, assignment)
- follows a planning format which thoroughly prepares self for teaching
- prepares lessons with content appropriate for teaching objectives
- considers factors of sequence and continuity in planning learning experiences
- plans for a wide variety of teaching techniques and learning experiences
- matches activities to achievement/interest of students
- considers multiple learning styles
- written in advance

Long Term

- develops long-range unit for class implementation
- integrates subject matter within the unit
- considers long-range goals as well as objectives
- plans far enough in advance to provide for seasonal activities, utilizes school/community resources and speakers, and have materials ready when needed

Materials

- selects materials appropriate for instruction & class
- includes various teaching aids (a.v., flannelboard, games) to provide for learning modalities
- shows evidence of gathering outside materials for instruction
- selects and adapts commercial aids
- has materials organized and ready for use

Thoroughness

- plans show evidence of background material being used
- plans show use of outside resources to aid in development of lesson
- plan moves from concrete to abstract
- plans show evidence of application to daily living
- plans show variety of questioning techniques
- involves pupils in planning & decision-making

IMPLEMENTATION

Content Knowledge

- demonstrates accuracy of facts
- demonstrates sufficient background knowledge to teach the subjects or grades assigned
- uses supplemental materials in subjects or grades being taught
- exhibits a broad personal background to extend textbook contents
- inter-relates concepts from one area of knowledge to another or reinforces concepts by showing relationships between areas of knowledge
- is familiar with professional books and journals related to teaching field

Presentation Skills

- establishes effectual classroom rapport
- builds interest/motivation
- communicates purpose of lesson
- introduces new words, skills, concepts, materials, and media
- has logical, clear presentation
- relates to past experiences
- gives clear directions; uses explanations that are logical and appropriate to grade level
- plans sufficient work and/or time for completion of work
- provides ongoing reward and reinforcement
- adjusts lessons if necessary, based upon pupil reaction
- gives additional guidance or direction when needed
- re-teaches or re-discusses if needed
- provides for individual needs
- develops process of inquiry, problem solving, and critical thinking on the part of students
- uses probing questions (and analogies) to help clarify points
- encourages questioning and intellectual curiosity in the pupils
- provides activity aimed at summarizing the main idea
- provides experience in the application and use of concept/principle/skill
- provides for possible carry-over to next lesson
- includes tangible evaluations (worksheets, skits, demonstrations)
- gives feedback to learners
- teaches children not materials

Variety of Techniques

- uses a variety of materials, audio-visual aids and supplemental materials
- uses a variety of teaching strategies: cooperative groups, interest centers, simulations, discovery, games, discussion, lecture
- varies patterns of grouping for instruction
- considers student reaction, understanding, and learning style when selecting teaching technique

Pupil Involvement

- utilizes methods which reach and maintain pupil interest
- organizes learning experiences for purposeful involvement of each pupil
- uses focusing methods or materials to draw student attention to new learning activity or topic
- incorporates and expands upon student ideas

Timing

- adjusts lesson based on pupil feedback
- minimizes interest lag by changing activities as group shows readiness
- constantly monitors non-verbal behavior of students; adjusts techniques to gain attention
- gives students time to think, react and respond
- matches lessons to available time allotment

Use of Materials

- provides hands-on experiences for students
- insures all students can hear, see, feel media
- demonstrates adequate understanding of all materials used in the classroom
- helps, not hinders, student understanding

MANAGEMENT

Atmosphere

- fosters mutual respect
- treats students fairly, impartially, consistently and objectively
- insures an effective learning atmosphere is maintained in the classroom
- provides students with a sense of comfortable predictableness in how class is managed
- maintains positive, non-threatening atmosphere
- establishes climate that is supportive

Instructional - The student teacher's performance reflects the ability to build an effective learning climate through positive working relationships with pupils.

- demonstrates ability to secure class participation and co-operation
- develops rapport to the extent that pupils seek his/her help in solving their problems
- provides opportunities for and encourages students to take responsibility for learning
- works effectively with individuals and small groups
- monitors class effectively while working with small groups
- works effectively with the entire class
- deals with unexpected situations as they develop
- adapts instruction to take advantage of spontaneous situations
- retains teacher status while working with students

Physical Environment

- considers pupil safety and comfort
- has work areas properly lighted
- arranges classroom facilities to provide optimum contribution to learning
- creates bulletin boards to support instruction
- changes bulletin boards and displays regularly
- displays student work
- exhibits creativity in room decorations
- maintains orderly classroom appearance
- involves students in clean up activities (i.e., cleaning own desks, putting away games and materials, etc.)

Non-instructional Routines

- establishes effective procedures for regular occurrences as entrance and exit from room, attendance, sharpening pencils
- acquaints students with procedures for handing in and returning papers
- handles routines effectively to avoid wasting time

Behavior

- communicates expectations for appropriate behavior
- foresees and attempts to resolve potential difficulties
- monitors class effectively while working with small groups
- gives praise when appropriate (many variations in responding to pupils)
- displays a patient attitude in relating to pupils
- effectively utilizes positive techniques
- exhibits a firm and assertive approach when appropriate
- uses non-verbal communication to discourage disorder
- follows up on expectations
- achieves workable solutions to classroom problems
- states clearly rules for changing from one activity to another in advance of transition
- supervises when students enter room and at dismissal
- provides leadership in emergencies
- demonstrates ability to help students develop self-control and discipline
- effectively uses appropriate punishment when needed

Awareness

- foresees and attempts to resolve potential difficulties
- recognizes problems when they occur
- continually assesses student learning and involvement with the instruction
- makes appropriate decisions based on recognized problems
- constantly aware of all student behavior

EVALUATION

Variety

- uses a variety of techniques for evaluating student progress (work sheets, skits, demonstrations, quizzes, standardized tests, discussions)
- provides for pupil self-evaluation

Promptness

- grades and comments on work promptly
- actively evaluates all lessons after teaching

Consistency

- grades students fairly (based on evidence and careful analysis)
- in grading performance and recording grades

Application to Planning

- evaluates in terms of objectives of instruction
- uses evaluations in planning subsequent lessons
- provides reteaching when student evaluation deems it necessary
- use plan-teach-evaluate cycle
- evaluates student work perceptively

Accuracy

- gives written feedback which is correct grammatically
- transfers grades/comments into grade book accurately
- accurate in grading

PERSONAL CHARACTERISTICS

Attitude Toward Teaching - The student teacher's performance reflects a "seriousness of intent" in learning to teach.

- appears to enjoy children and teaching
- possesses physical vitality for teaching
- takes active role within classroom
- inquires about cooperating teacher's methods
- initiates search for information about pupils' attitudes, interests, achievements, etc.
- studies curricular materials to gain an understanding of scope and sequence for grade level
- participates in professional meetings and workshops
- has interest in gaining knowledge of professional organizations
- has professional attitude in the classroom

Oral Communication Skills

- uses correct grammar; avoids using words, phrases and expressions which are not standard English
- uses language correctly in oral communication
- uses English in its correct form
- pronounces words correctly
- enunciates words correctly
- gives clear oral explanations and directions
- has sufficiently extensive vocabulary to explain concepts
- uses vocabulary appropriate for comprehension by students

Written Communication Skills

- uses correct grammar, sentence structure, punctuation
- spells all words correctly
- clearly expresses intent of message
- has sufficiently extensive vocabulary
- able to express message at the level of the receiver
- models penmanship taught to students

Self-analysis

- asks questions which indicate analysis of performance
- sees and discusses strengths and weaknesses in self
- sets goals to improve teaching
- makes suggestions to bring about own improvement
- learns from mistakes; tries different approaches
- freely evaluates teaching performance with cooperating teacher and university consultant
- discusses insights gained from interaction with class

Industriousness/Productivity

- puts forth necessary time and effort outside of school day as evidenced by completed projects/tasks
- makes efficient use of school day
- materials are organized and ready for daily use
- develops materials beyond those provided
- volunteers for extra responsibilities

Enjoyment of Children

- interacts freely
- enjoys spending time with children
- shows patience and understanding of individuals
- demonstrates sincere interest in pupils

Enthusiasm

- is actively involved in lesson
- has high degree of vitality drive and spirit throughout the lesson
- uses descriptive vocabulary
- changes volume, rate, and tone of voice
- uses expression in face and eyes
- uses demonstrative movement of body: clapping, large sweeping movements

Initiative

- seeks opportunities to assume responsibility
- gets materials ready in a timely fashion
- helps arrange room
- volunteers to do bulletin boards, field trips, or projects outside the classroom
- exhibits creativity in developing materials
- is responsible about participation in seminars, committees, and building meetings
- makes arrangements to confer with cooperating teacher
- takes initiative in seeking advice and help from the cooperating teacher and university consultant
- takes initiative in assuming increasing responsibility as the student teaching practicum progresses

Interpersonal Relationships

- Pupils:
  - is sensitive to individual needs and interests of each pupil
  - gains respect and confidence of pupils
  - maintains reasonable expectations for pupils
  - uses positive reward and reinforcement
  - demonstrates a sense of humor
  - is tactful in dealing with students
  - accepts ideas and feelings of students (encourages and clarifies in a non-threatening manner)

- Staff:
  - has professional working relationships with faculty & staff
  - exhibits friendly attitude within the school
  - demonstrates humor and tact
  - is considerate of others
  - is becoming acquainted with as many faculty and other personnel as possible; is cooperative and courteous in all school relationships

- Parents
  - is tactful in dealing with parents
  - maintains cooperation and communication between home and school
  - does not say anything that would undermine the confidence and respect of children for their parents

Promptness/Dependability

- is honest and trustworthy in all respects
- is consistently reliable in fulfilling responsibilities promptly
- is time conscious regarding daily or weekly schedules and routines (recess duty, P.E. and music, meetings)
- honors cooperating teacher's time deadlines for lesson plans, activities, tasks

Appearance

- projects a professional image
- has good posture
- appropriate for learning activity

Voice

- has pleasant quality
- uses reasonably strong and assertive voice
- speaks clearly and distinctly
- uses proper articulation
- changes volume, rate, and tone of voice
- uses voice variety as a teaching tool

Guidelines prepared by staff at

Illinois State University's Teacher Education Centers

McLean County Teacher Education Center

Peoria Teacher Education Center

Northwest Suburban Teacher Education Center

1986

McLEAN COUNTY TEACHER EDUCATION CENTER
Illinois State University
LESSON PLAN GUIDE

Name:_____ Grade Level:_____ Date:_____

Subject (or Skill Area):_____

Anticipated time of length of lesson:_____

1. SPECIFIC OBJECTIVE(S): Purpose of the work to be undertaken - the intended outcomes.

2. MATERIALS AND/OR EQUIPMENT NEEDED: Instructional materials and seatwork materials.

3. PROCEDURE OF INSTRUCTION: How the instruction is to be carried out. Include anticipatory set; instructional input; questions; modeling; guided practice; independent practice; closure.

*MCTEC encourages the Madeline Hunter/4MAT lesson plan format .

*All lesson plans should be approved by the Cooperating Teacher before the lesson is taught.

4. PLAN OF EVALUATION/MEANS OF APPRAISAL: How well lesson's objective was met. Pupil learning evaluation and self-evaluation. (use back.)

TEACHER CANDIDATE_____GRADE_____

DATE_____SUBJECT_____OBSERVER_____

1. ANTICIPATORY SET:

2. OBJECTIVE:

3. INSTRUCTION INPUT (LEFT/RIGHT MODE, M & Ms):

4. MODELING:

5. CHECK FOR UNDERSTANDING:

6. GUIDED PRACTICE:

7. INDEPENDENT PRACTICE:

8. CLOSURE:

9. QUESTIONING:

COMMENTS:

Observer_____ Teacher Candidate_____

LESSON CRITIQUE SHEET

KEY: ★--The most outstanding or improved skill exhibited in this lesson.
✓--Skill used effectively.
E--Expand or explore the use of this skill.
I--Skill needs to be improved.
N--Skill not feasible in this lesson.

SKILL	KEY	COMMENTS
Anticipatory Set		
Captured immediate attention		
Established purpose of lesson		
Discovered students' background		
Oriented students to new learnings		
Instructional Input		
Objective communicated		
Variation of		
Methods/Techniques		
Movement		
Gestures		
Focusing Attention		
Pausing		
Shifting sensory modes		
Questioning		
Probing, Cueing, Prompting		
Divergent Questions		
Higher Order Questions		
Pausing, Think Time		
Handling Responses		
Modeling		
Showing a finished product		
Showing the process to finish		
Checking for Understanding		
Sampling		
Signaled Response		
Individual Private Response		
Guided Practice		
Independent Practice		
Closure		
Review, summary		
Links shown between past and new knowledge		
Relevance to students demonstrated		
Planned and chance events of lesson tied in		
Verbal and Nonverbal Communication and Reinforcement		
Response to nonverbal behavior of students		
Nonverbal behavior of teacher		
Use of body, body language		
Use of silence		
Use of positive reinforcement		
as a teaching/questioning strategy		
as a behavioral management system		
Variations in voice tone, volume, and pitch		
Communication skills		
Overall appearance as a teacher		

Comments or Suggestions:

Name_____

Wk # 1 2 3 4 5 6 7 8 9 10 11

WEEKLY PROGRESS REPORT

Review of progress towards last week's goal(s):

Synthesis of conference(s) with classroom supervising teacher:

Major Strengths	Areas in Need of Improvement
1.	1.
2.	2.
3.	3.

Comments:

Weekly goal(s) including specific plans for accomplishment:

PREPARING FOR THE TEACHER CANDIDATE CONFERENCE

* See Holding Conferences With Student Teachers,
Office of Clinical Experiences and Certification Processes,
Illinois State University,
Normal, Illinois 61761
pages 5-11

PREPARING FOR THE CENTER CONSULTANT CONFERENCE

Cooperating Teachers and Center Consultants work together in directing T.C.s. Feel free to share concerns and praise and to use your Center Consultant as a resource for your role as Cooperating Teacher.

Questions for Discussion - Check the ones you wish to discuss with the college supervisor during the first [illegible]

Preparation

1. How can I familiarize myself with the total scope of the ISU-McLean County Teacher Education Center Program?

2. What background information will I receive concerning my teacher candidate?

3. How can I best prepare my own class for the coming of the teacher candidate?

4. What materials or pertinent information should I make available for the teacher candidate to examine and become familiar with as soon as possible?

Teaching

1. How much teaching responsibility should be assumed. How soon? Is there a specific sequence? Who shall decide what is appropriate? How many weeks should the teacher candidate assume the full load?

2. What information should be provided the teacher candidate about my planning for teaching? How much guidance should I provide throughout the experience related to planning?

3. How can I best encourage initiative and creativity on the part of my teacher candidate?

Conferencing

1. How much time should be devoted to conferring with my teacher candidate? Daily? Weekly? Written? Orally?

2. What techniques can I employ to make the conferences beneficial for both the teacher candidate and myself?

Evaluation

1. What information should I gather for evaluation purposes?

2. What is my responsibility in determining the appropriate grade? What is involved in evaluating the student's progress at mid-term and at the conclusion of the clinical experience?

Personal Characteristics

1. What procedure should be followed if I feel the teacher candidate dresses inappropriately?

2. What procedures should be followed if the teacher candidate needs improvement in the area of: voice modulation, voice quality, language usage, speech and facial mannerisms, etc.?

3. What procedures should be followed if a teacher candidate appears negligent in meeting professional responsibilities, such as: being punctual and dependable, giving notification of illness or emergency leave, etc.?

Other Questions

TEACHER CANDIDATE'S REMAINING COURSE REQUIREMENTS

Illinois State University
McLean County Teacher Education Center

TO: Teacher Candidates

FROM: Margaret H. Shaw-Baker

RE: Remaining Requirements - Student Teaching Practicum

The following is a list of the requirements remaining to be fulfilled for C & I 253 Clinical Center Practicum:

1. Complete weekly time sheets and send them to the McLean County Teacher Education Center, 221 University High School, Illinois State University, Normal, IL 61761.

2. Attend all remaining seminars.

3. Administer either an interest inventory to each student in your classroom or construct a class sociogram.

4. Plan and teach a unit which incorporates each of the elementary curriculum areas. A unit model is in the McTEC Handbook, you may use the model you learned in previous Cores, or you may use the model described in our orientation.

5. Develop and apply individualized learning materials as supplements to regular textbook-directed procedures. These can be learning centers, learning packets, file activities, etc.

6. Select a format and prepare a resume' for an employment interview.

7. Complete a simulated interview with your clinic school principal. Further information will be provided.

8. Submit a typewritten copy of your philosophy of education as developed in the seminar addressing this topic.

Normal-Bloomington, Illinois
A Partnership in Teacher Education
University High School
Normal, Illinois 61761-6901

Equal Opportunity, Affirmative Action University

THE SOCIOGRAM AND THE SOCIAL STRUCTURE OF THE CLASSROOM

It has been said that what a child is or thinks he is has been largely determined by the impact of others. Therefore, to understand the child involves more than understanding him as an individual -- he also needs to be understood as a social being.

Teachers (and especially beginning teachers) need to realize there exists a social structure in every classroom. What the individuals' status is in the group is not always easily discerned. We know, however, that whenever human beings gather in groups, be it the classroom or elsewhere, they form lines of associations within the group which set up social interactions. The quality of these interactions determine the social atmosphere of the group.

If the classroom does provide the social impact implied above, then children must be studied as group members as well as individuals if one is to have an adequate understanding of them. Their attitudes toward one another and their personal feelings of security and belonging have very much to do with their individual behavior patterns and the way in which they use their minds.

Martinson and Smallenburg have summed it up thusly:

> "The feelings of a child concerning his acceptability to his classmates affects profoundly his performance within the group. If he has friends and is accepted, he is free to work with others. If he is unable to gain group status, he lacks a basis for group performance. He then indulges typically in either withdrawn or aggressive behavior." *

Most experienced teachers can give examples of the behavior of children who strived to achieve group status. Such accounts would certainly include cases of bribery, cajolery, annoyance, teasing, lying, and cheating, as well as more obvious behavior such as scuffling and hitting. They could also recite examples of extremely shy children who could not achieve social status and as a result performed academically far below their actual abilities.

Martinson and Smallenburg suggest that "it is through the measurement of group status that the teacher can determine a child's rating with his peers." * They further suggest one of the ways of doing this is by means of the sociogram.

CONSTRUCTING THE SOCIOGRAM

The Sociogram perhaps is one of the best known means of studying the social structure of a group. Briefly, it may be described as a means of presenting simply and graphically the entire structure of relations existing at a given time in a given group. The procedure for constructing a sociogram is simple and the possibilities for its use are numerous. Some reasons for construction might be:

Setting up social studies committees
Setting up arts projects committee
Setting up committees for science projects
Choosing partners for trips, etc.
Planning for certain dramatizations

* From Guidance in the Elementary School, Ruth Martinson & Harry Smallenburg, p.86

Step 1. Presenting the question.

In planning the questions, the teacher may use her own techniques. However done, it is important that the question be real and the follow-up immediate. It is also important that the children clearly understand the purpose of the question.

An example of wording might be as follows:

> "Next week, we are going to start on our science projects. Before I talk with each of you about the special work you are to do, I need to know something about the working arrangements you might like.
>
> "Write your name across the top of the card I gave you. Below your name put the numbers 1, 2 and 3. Beside number 1, write the name of the person you would like most to work with; beside number 2, your second choice, and beside number 3, your third choice.
>
> "You may choose either girls or boys but keep your choice secret. I am the only one who will see your card."

Step 2. Collect cards and tabulate the choices made by each child.

The simplest way to do this is to prepare a chart similar to the one attached to this information.

Step 3. When the tabulations are completed, dispose of the cards.

Never return them to the class.

Next, construct the sociogram. To do this, first scan the chart to identify the most popular and the least popular children. These are located in the center and at the fringes respectively. Locate other children in relation to their choices. Symbols such as circles and triangles may be used to designate boys and girls. Places the name of the child on the symbol.

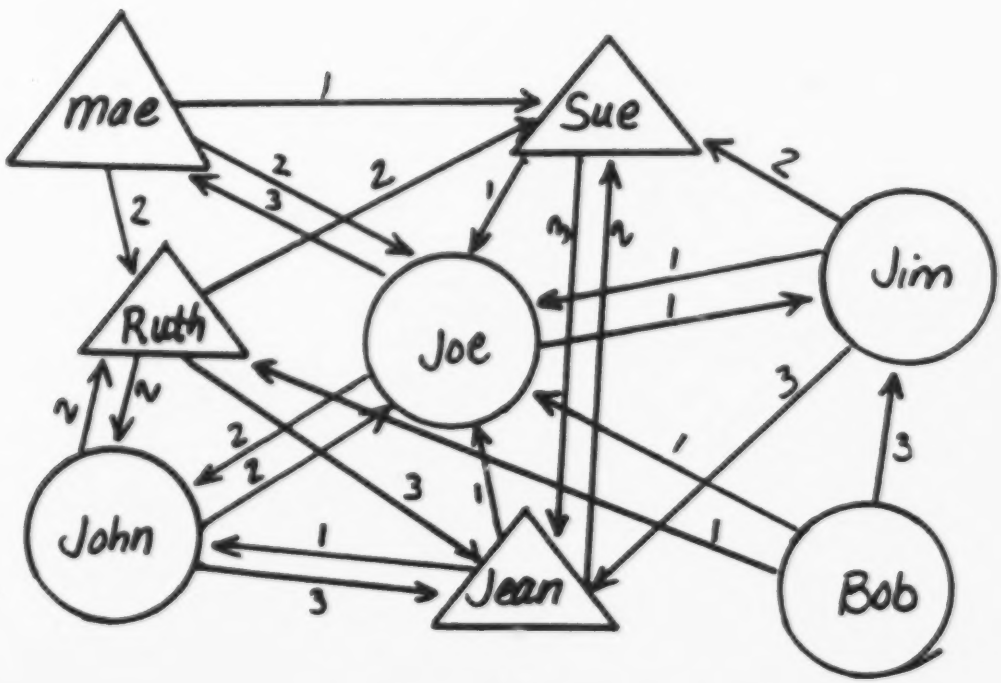
Step 4. After all the symbols are placed, lines need to be drawn to show choices.

Indicate to whom the choice is made by an arrow. First, second, and third choices may easily be designated by using numbers or different colors.

EXAMPLE TABULATION CHART

CHOOSER ↓ / CHOSEN →	Bob	Jean	Jim	Joe	John	Mae	Ruth				
Bob			3	1			2				
Jean				1	3		2				
Jim		3		1							
Joe			1		2	3					
John		1	2			2	1				
Mae				3							
Ruth		3		1	2						

EXAMPLE SOCIOGRAM



UNIT

Textbooks do not always supply the content relevant to the class' needs. As teachers we often develop "mini texts," units, to meet students' needs and interests.

Your task:

TEXTUAL - Use your text material and create supplementary material in unit form.

or

TOPIC - Find a relevant topic and create a unit to be implemented during your present curriculum.

Your unit should involve at least five different subject areas (math, science, language, reading, social studies, music, P.E.). It should follow the following format:

I. Title Page
   1. Title
   2. Your name
   3. Grade level(s)

II. Central Concept Page
   List main ideas of total unit.

III. Series of Daily Lesson Plans
   Each plan should state:
   1. Objective
   2. Materials needed including bibliography of textbooks, computer software, filmstrips, books, games, articles, guest speakers, etc. used
   3. Instructional procedure
   4. Evaluation/suggestions for future use

IV. Materials
   Include samples of all your materials used including zeroxed pages of the textbook, worksheets, tests, quizzes, bulletin board photos/drawings, notes, learning center explanations, provisions for high/low ability students, etc. (You may prefer to have the materials follow the appropriate lesson plan).

V. Future
   Include any additional ideas or materials that you may want to use in the future.

MCLEAN COUNTY TEACHER EDUCATION CENTER

Illinois State University

Objectives of Simulated Interviews

The simulated interview provides an opportunity for the teacher candidate to prepare for and to engage in one of the most important factors in seeking a teaching position — the job interview. It is conducted jointly by public school personnel and the teacher education center staff.

The simulated interview is performed under conditions closely resembling an actual interview. For that reason alone, it is usually held in the office of the school principal.

The objectives of the simulated interview are to help the teacher candidate:

1. to become acquainted with the interviewing procedure generally employed by public schools.

2. to gain more knowledge and a better understanding of the importance the interview holds in relation to both the employing party and the prospective teacher.

3. to gain an insight as to the kinds of information interviewers seek which might be helpful in preparing for future interviews.

4. to gain experience in preparing for an interview.

5. to learn, by means of a follow-up critique, areas of strengths and areas of weaknesses to be considered in preparing for an actual job-interview.

MCLEAN COUNTY TEACHER EDUCATION CENTER

Illinois State University

Procedure for Simulated Interviews

The simulated interview is made possible through the cooperative efforts of public school personnel and the teacher education center staff. The purpose of the interview is to assist the teacher candidate in becoming acquainted with the interviewing process.

The following steps are suggested as a means of assuring a uniform procedure among the several schools that may be involved in the program.

WHAT THE TEACHER CANDIDATE DOES

1. Attends a seminar or workshop on the preparation of the resume'. This is accomplished as part of C&I Course 318.
2. Prepares a resume'.
3. Arranges for interview with person designated by the Center staff.
4. Prepares for the interview.
5. Reports for the interview at the arranged time and place.
6. Delivers resume' to the interviewer.

WHAT THE INTERVIEWER DOES

1. Arranges a time for the interview with the teacher candidate.
2. Requests resume' if not delivered by the teacher candidate.
3. Conducts interview.
4. Returns resume' with a critique following the interview.

The Center staff believes that following the above steps will result in the teacher candidate becoming more knowledgeable about the total interviewing process.

In some instances, the interviewer may find it necessary to modify the above procedure.

MCLEAN COUNTY TEACHER EDUCATION CENTER
Illinois State University

SIMULATED INTERVIEW CRITIQUE

Date of Interview: _____ Interviewer: _____

Teacher Candidate: _____

NOTE TO TEACHER CANDIDATE

This critique sheet has been provided for use during the simulated interview. It contains information that may be helpful in preparing for your future job interviews.

Note all items checked (✓). These are items your interviewer feels you may need to give much thought in planning future interviews. Feel free to discuss them with the interviewer.

	✓	COMMENTS
APPEARANCE		
Proper dress (under/over dressed)		
Professional bearing (manners, etc.)		
Freedom from mannerisms		
Other:		
PERSONALITY DISPLAYED		
Poise		
Enthusiasm		
Friendliness		
Outgoing		
Confident		
Careful listener		
Positive attitude		
Other:		
OTHER INFORMATION RELATED TO TEACHING		
Open-minded		
Perceptive		
Enthusiastic about teaching		
Has good understanding of children		
Has apparent love for children		
Has a good philosophy concerning education		
Has appropriate background		
Knowledgeable concerning:		
area of teaching desired		
newer ideas about teaching		
role of the teacher		
importance of good management and control		
Other:		

FORMAL EVALUATIONS

Mid-term Evaluation
Final Evaluation/Writing the Letter of Recommendation

FORMAL EVALUATIONS

There will be two formal evaluation conferences during the student teaching phase of Core IV. They are as follows:

1. MID-TERM EVALUATION*

   A mid-term evaluation conference between the cooperating teacher and the teacher candidate is held at the end of four weeks of the student teaching experience. Exact dates, forms, and guidelines for this evaluation will be forwarded for your use.

   The purpose of the mid-term is to help the teacher candidate to become aware of his/her progress or lack of it. It merely points out the strengths you have observed to date and identifies the areas needing improvement in the weeks remaining. The grade does not become a part of the teacher candidate's credentials.

   The completed mid-term evaluation should be forwarded to the McLean County Teacher Education Center.

2. FINAL EVALUATION*

   A final evaluation conference is held between the cooperating teacher and the center consultant to determine the grade for student teaching. The grade is the combined judgment of the cooperating teacher and the center consultant.

   This final evaulation is generally completed the week prior to the end of student teaching.

   The final evaluation form is designed to serve as the cooperating teacher's recommendation of the teacher candidate. Some guidelines are provided in this handbook which might be helpful in writing the recommendation.

   Please keep a record of absences and tardiness with the dates and reasons. This information is included in the final evaluation.

   One copy of the final evaluation should be forwarded to the Center Director. A second copy of the final evaluation should be given to the teacher candidate who may choose whether or not to place it in his/her credentials at the Illinois State University Placement Services.

* A "Student Teaching Evaluation Guideline" is included in the Communication Section of this handbook to assist you with the evaluation.

WRITING THE TEACHER CANDIDATE'S RECOMMENDATION

You may find this list helpful when composing your overall statement regarding the student's performance. You may wish to select from the following points those which you feel are most relevant for your student teacher, and provide information about these for those reading the student's credentials. It is only a suggested list, there may be other items that you feel are more significant and should be stressed.

It is recommended that comments be factual and descriptive of what the student teacher actually did ... generally comments as to initiative, cooperativeness, etc. are opinions, and should be avoided unless tied to a specific incident such as "Displayed initiative in planning a unit on weather."

1. What was the scope of the student teaching experience? Explain:
   The student enrolled in a seventeen week semester of Clinical Experiences at the McLean County Teacher Education Center.

2. What range of experiences characterized the student teacher's involvement?
   Indicate how many weeks student worked in your room, and provide information as to your class—grade level, make up of room, particular organizational style, open, self-contained, departmentalized, etc. if you wish.

3. What kinds of experiences the student teacher had in your room—unit teaching, or any other special projects that the student teamed with you, developed personally, or assumed responsibility for?

4. What are your perceptions of the student teachers working relationship with you—was it cooperative, was initiative displayed and were all expected responsibilities assumed (tie to specific examples if using this one)?

5. What is your evaluation of the student's ability to plan and organize? Was the student teacher able to plan appropriate content for the pupils in the classroom?

6. Was the student teacher able to plan instruction to meet the varying needs of the students—provide evidences of his/her attempts to individualize instruction to accomplish this?

7. What did your observations reveal as to the student teacher's ability to get along with the staff of your school?

8. What information can you provide as to the student teacher's characteristics such as dependability, punctuality, etc.?

CRITIQUE OF

LETTERS OF RECOMMENDATION

_____Context and scope from which recommendation is written

_____Factual and descriptive

Kinds of Experiences: Individual, small group, large group; unit teaching; learning centers; special projects

Instructional Management: Plan and organize instruction; appropriate content; assess/remediate for varying needs

Behavioral Management: Control of entire class and individuals

Working Relationships: Cooperative? Initiative displayed? Expectations met? Other staff? Parents? Children?

Student Teacher's Characterists: Extra talents/interests; personal/professional

_____Proceeds from positive to negative

_____Message sent to be "read between the lines"

_____Summary statement: Standing among your reference group; potential

_____Mechanics:

Typed

One side of sheet

Full name of student

Name, title, school address

Correct spelling, punctuation, sentence structure

Visual appearance